

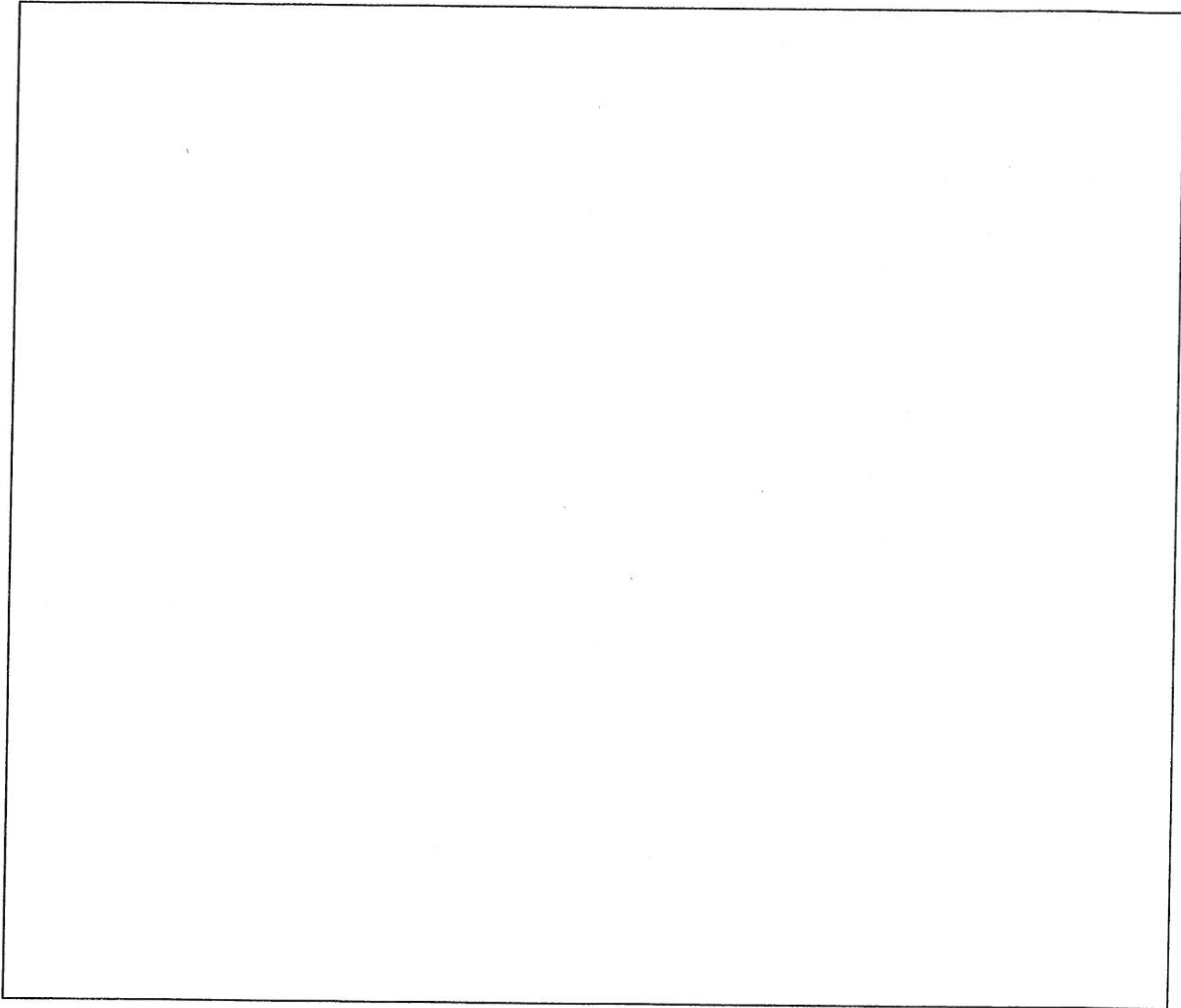
To: All K-5 Teachers

From: Ms. Bynum

Teachers attached is the Performance Task that you will be working on this marking period. Please consider this a living document, as it will require updates/changes as you go along. I have attached a notes sheet for you submit to me with error or questions or suggestions to make it better. I will need your help in modifying this even more to make it appropriate for your kids. I encourage feedback!! Thanks

Date: _____

*Please be sure to include page numbers and be specific with the information that you are discussing in the box below. Thanks!

A large, empty rectangular box with a thin black border, intended for the user to provide specific information and page numbers as instructed in the text above.

Weekly Teacher Reflection Sheet

Teacher Name: _____

Week of _____

Monday
Tuesday
Wednesday
Thursday
Friday

This is your weekly reflection page. Please include what went well, what did not go well or anything you feel needs to be shared that affected your Journeys' instruction.

*Does not need to be filled out everyday

Shifts in ELA/ Literacy

<u>Shift 1</u>	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
<u>Shift 2</u>	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
<u>Shift 3</u>	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
<u>Shift 4</u>	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
<u>Shift 5</u>	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
<u>Shift 6</u>	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Journeys Fifth Grade-Unit 2 Performance Task
Unit Topic: Does Nature Deserve Our Respect?
Length: Four-Six Weeks
Lessons 6, 8, 9, 10

Common Core Learning Standards:

Reading Standards

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing Standards

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

Listening & Speaking Standards

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
- b. Follow agreed-upon rules for discussions and carry out assigned roles.**
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**
- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.**
- f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.**

Language Standards

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Big Ideas:

- We communicate in many different ways

Essential Questions:

Lesson 6-What effect can one person have on a stranded sea turtle?

Lesson 8-What persuades us to protect our environment?

Lesson 9-What conclusions can we draw about the sea?

Lesson 10-What are the most important ideas about cougars?

Skills:

- Cause and Effect
- Persuasion
- Conclusions and Generalizations
- Main Ideas and Details

Genre:

- Informational Text
- Narrative Nonfiction
- Historical Fiction

Vocabulary:

- Lesson 6: basking, analyzing, juvenile, stunned, fatal, treating, calling, ordeal, marine, intensive
- Lesson 8: endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility
- Lesson 9: critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite
- Lesson 10: unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen
- Additional Vocabulary Learned:

***Note:** Please add additional vocabulary student learned during class not included.

Weekly & Benchmark Assessments on Skill:

Assessment 1

Assessment 2

Assessment 3

Assessment 4

Writing Assessment #1

Writing Assessment # 2

Scaffolded Support:

- **Leveled Readers**-are sheltered text that connects to the main selection's topic, vocabulary, skill and strategy.
- **Vocabulary in Context Cards** - Provide Visual support and additional practice for Target vocabulary.
- **ELL**-There are notes throughout the TE that scaffold instruction for each language proficiency.

Resources:

Student Self Edit Checklist

Readings:

***Interrupted Journey: Saving Endangered Sea Turtles* by Kathryn Lasky**

***Everglades Forever: Restoring America's Great Wetland* by Trish Marx**

***Storm Warriors* by Elisa Carbone**

***Cougars* by Patricia Corrigan**

Websites

Think Central Website

Rubric

<http://pblchecklist.4teachers.org/checklist.shtml>

Independent Activities:

T10-T11, T100-101, T276-277, T366-367

Comprehension Work Station and Think and Write

Launch Comprehension Activities- student can practice and apply skills

Student eBook- Student can read and listen to selection and skill lesson

Writesmart-Weekly writing model practice

Audiotext CD or online- Listen to books or selections

Teacher Guide-Unit 2- Back of Book-

You do not have to use these rubrics. You can modify/adapt to make it what you need for your students/class

R12- Using Rubrics

R13- Retelling and Summarizing Narratives Rubric

R14-Summarizing Nonfiction Rubric

R15-Giving Presentations Rubrics

R16-Writing Rubrics

Field Trip:

*Please add other resources not included.

Performance Task:

We have read three texts *Interrupted Journey: Saving Endangered Sea Turtles*, *Everglades Forever: Restoring America's Great Wetland* and *Cougars*. These texts have discussed the importance of saving animals and environments in the natural world. Write a persuasive essay that convinces others of the importance of saving animals and environments. In your essay be sure to:

- 1.State your opinion.
- 2.Group related ideas so that they connect
- 3.Provide at least 3 reasons and support your reasons with facts and details.
4. Link your opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- 5.Provide a concluding statement or section related to the opinion presented.

Teacher project connected to Task:

***This will be created by classroom teacher.**

*** Note: All students will present their projects/essay either independently or within a group. Be sure to review and include a rubric for speaking and listening.**

Fifth Grade-Unit 2 Wild Encounters Nature Deserves our Respect							Target Skill: Cause and Effect Target Strategy: Question Target vocabulary: basking, analyzing, juvenile, stunned, fatal, treating, calling, ordeal, marine, intensive						
Lesson 6 v-Week 1 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:							
Whole Group/ Small Group-Use Leveled readers & Blackline masters. Interrupted Journey: Saving Endangered Sea Turtles	TE-xvi-xvii-Launch the Unit	Vocabulary Review Develop Background: T16-17	Vocabulary Review	Vocabulary Review	Connect & Extend	* Have students complete a weekly-to-do list. Keep it posted in the room. * Have students fill out Reading Log. * Have students fill out Listening Log.T45							
	Pre-Assessment 1-Weekly Test Lesson 6 Projectable 6.1 and a graphic organizer for comparison/contrast.	Small Groups <u>CC Standards:</u> <i>R.A: RF.3.4b, SL.3.1c</i> <i>Vocab: L.3.4a, L.3.5b, L.3.6</i>	Introduce Comprehension: TE: pgs. 18-19 & (T38-39 if needed) *Monitor Comprehension T19 *See Skill Trace Proj. 6.2 T-Map *Leveled Prac-Grab & Go	Introduce Main Selection: TE:20-32 Turn and Talk: Follow your dreams T33 *Weekly Internet Challenge-T36 ----- Small Groups	Extend through Research <u>CC Standards:</u> <i>Read: RL.3.1, RL.3.4, RL.3.7,RL.3.1 0,RF.3.3c, SL.3.1a, L.3.3a</i>								
			<u>CC Standards:</u> <i>D.B: L.3.5b, L3.6</i> <i>Vocab: L.3.4a, L.3.5b, L.3.6</i>	<u>CC Standards:</u> <i>CC Standards: R.L. 3.1 Vocab: L.3.4a, L.3.5b, L.3.6</i>		*Teacher Reflection *Compare/Contra st is a mini- review of previous learning.							

Fifth Grade-Unit 2 Wild Encounters Nature Deserves our Respect							Target Skill: Persuasion Target Strategy: Analyze/Evaluate Target vocabulary: endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility						
Lesson 8-Week 2 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:							
Whole Group/ Small Group-Use Leveled readers & Blackline masters. Everglades Forever: Restoring America's Great Wetlands	Connect and Extend T44-45- **Lesson 6 <u>CC Standards:</u> O.R: RF.3.3c Vocab: L.3.4a, L.3.5b, L.3.6	Introduce Vocabulary TE pg. 160-61 <u>*Monitor Vocabulary-T161</u> Read Aloud/Listening Comprehension: Attack of the Alien Species TE: pgs. 158-59 <u>Small Groups</u> <u>CC Standards:</u> R.A: RF.3.4b, SL.3.1c Vocab: L.3.4a, L.3.5b, L.3.6	Vocabulary Review Develop Background: T162-163 Introduce Comprehension: TE: pgs. 164-65 & (T184-185 if needed) *Monitor Comprehension T165 *See Skill Trace Proj. 6.2 T-Map *Leveled Prac-Grab & Go <u>Small Groups</u>	Vocabulary Review Introduce the Main Selection T166- "Everglades Forever" TE: pgs. 166-178 *See Skill Trace Proj. 6.4 T-Map *Leveled Prac-Grab & Go ----- Small Groups	Weekly Internet Challenge-T182-83 Your Turn Turn and Talk T179 *Making Connections -Text to Text and/or Text to World <u>CC</u> <u>Standards:</u> Read: R.L.3.1, RL.3.4, RL.3.7,RL.3.10,RF.3.3c, SL.3.1a, L.3.3a	* Have students complete a weekly-to-do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection *Compare/Contrast is a mini-review of previous learning.							

Fifth Grade-Unit 2 Wild Encounters Nature Deserves our Respect							Target Skill: Conclusions and Generalizations			
Target Strategy: Visualize Target vocabulary: critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite							Target Strategy: Visualize Target vocabulary: critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite			
Lesson8-Finish Lesson 9-Week 3 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:				
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	Connect and Extend T191-.** Lesson 8 <u>CC Standards:</u> O.R: RF.3.3c Vocab: L.3.4a, L.3.5b, L.3.6	Introduce Vocabulary TE pg. 234-35 *Monitor Vocabulary-T235 <u>Read</u> Aloud/Listening Comprehension: A Watery Grave TE: pgs. 232-33 <u>Small Groups</u> <u>CC Standards:</u> R.A: RF.3.4b, SL.3.1c Vocab: L.3.4a, L.3.5b, L.3.6	Vocabulary Review Develop Background: T236-37 Introduce Comprehension: TE: pgs. 238-39 & (T256-57 if needed) *Monitor Comprehension T239 *See Skill Trace Proj. 8.2 T-Map *Leveled Prac-Grab & Go <u>CC Standards:</u> D.B: L.3.5b, L.3.6 Vocab: L.3.4a, L.3.5b, L.3.6	Vocabulary Review Introduce the Main Selection T240-250 “Storm Warriors ” EQ: What conclusions can we draw about the sea? Your Turn *Turn and Talk-The Power of the Sea T251 ----- Small Groups <u>CC Standards:</u> R.L. 3.1 Vocab: L.3.4a, L.3.5b, L.3.6	Vocabulary Review Introduce the Second Selection: “Pea Islands’ Forgotten Heroes Making Connections *Text to Text and/or Text to World-T255 <u>CC Standards:</u> Read: R.L.3.1, RL.3.4, RL.3.7,RL.3.10 ,RF.3.3c, SL.3.1a, L.3.3a	* Have students complete a weekly-to-do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection *Compare/Contras t is a mini-review of previous learning. * Have students do Weekly Internet Challenge				

Fifth Grade-Unit 2 Wild Encounters Nature Deserves our Respect							Target Skill: Conclusions and Generalizations Target Strategy: Question Target vocabulary: fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted				
Lesson 8-Finish Lesson 9-Week 4 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:					
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	Connect and Extend T263- Read to Connect**Lesson 8 <										

<p>Fifth Grade-Unit 2 Wild Encounters Nature Deserves our Respect</p>					
<p>Target Skill: Author's Purpose Target Strategy: Analyze/Evaluate Target vocabulary: debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, boarder</p>					
Lesson 10-Week 5 Reading	Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group/ Small Group-Use Leveled readers & Blackline masters. Cougars	<p>Connect and Extend T-263-64 ** Lesson 9</p> <hr/> <p>CC Standards:</p> <p>O.R: RF.3.3c Vocab: L.3.4a, L.3.5b, L.3.6</p>	<p>Introduce Vocabulary TE pg. 306-307 *Monitor Vocabulary-T307</p> <hr/> <p>Read Aloud/Listening Comprehension: Who Tamed the Cat? TE: pgs. 304-305</p> <hr/> <p>Small Groups</p> <hr/> <p>CC Standards:</p> <p>R.A: RF.3.4b, SL.3.1c Vocab: L.3.4a, L.3.5b, L.3.6</p>	<p>Vocabulary Review Develop Background: T308-09</p> <hr/> <p>Introduce Comprehension: TE: pgs. 310-11 & (T328-29 if needed) *Monitor Comprehension T311 *See Skill Trace Proj. 10-2 *Leveled Prac-Grab & Go</p> <hr/> <p>CC Standards:</p> <p>D.B: L.3.5b, L.3.6 Vocab: L.3.4a, L.3.5b, L.3.6</p>	<p>Vocabulary Review</p> <hr/> <p>Introduce the Main Selection T312-322 "Cougar"</p> <hr/> <p>Your Turn- T323- A Closer Look and Turn and Talk</p> <hr/> <p>Text to Text or Text to World T327</p> <hr/> <p>Small Groups</p> <hr/> <p>CC Standards: R.L. 3.1 Vocab: L.3.4a, L.3.5b, L.3.6</p>	<p>* Making Connections</p> <hr/> <p>* Text to World- iConnect to Extend T335</p> <hr/> <p>CC Standards: Read: R.L.3.1, R.L.3.4, R.L.3.7, R.L.3.10, R.F.3.3c, S.L.3.1a, L.3.3a</p>
					<p>Notes:</p> <p>* Have students complete a weekly-to-do list. Keep it posted in the room.</p> <p>* Have students fill out Reading Log.</p> <p>*Teacher Reflection</p> <p>*Compare/Contrast it is a mini-review of previous learning.</p> <p>* Have students do Weekly Internet Challenge</p>

1. Lesson9-How do you feel about risking lives to save lives? Can satellite images help sailors?
2. Should Big Cats be Protected-T298
3. Should the Everglades be protected by the government?
4. Who should be responsible for endangered animals?

Journeys Fifth Grade-Unit 2 Performance Task Unit Topic: Does Nature Deserve Our Respect? Length: Four-Six Weeks Lessons 6, 8, 9, 10					
Lesson 6-Week 1 Writing Cause & Effect Paragraph	Continue to Launch Unit	Write to Respond: Introduce/Analyze the Model: Response to Literature T52-Proj. 6.9 Guided Practice	Write to Respond: Focus Traits: Organization T53 Prac. Book-p.72	Write to Respond: Prewrite * use the second selection. Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller.	Write to Respond: Revise for organization T54
		Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller	Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller.	Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller.	Have students choose one of their writing prompts to practice revisions and editing

Journeys Fifth Grade-Unit 2 Performance Task
Unit Topic: Does Nature Deserve Our Respect?
Length: Four-Six Weeks
Lessons 6, 8, 9, 10

Continue to Launch Unit	<p>Write to Respond: Introduce/Analyze the Model: Response to Literature T52-Proj. 6.9 Guided Practice</p> <p>Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller</p> <hr/> CC Standards: <i>W.3.4, W.3.5, L.3.2e</i>	<p>Write to Respond: Focus Traits: Organization T53 Prac. Book-p.72</p> <p>Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller</p> <hr/> CC Standards: <i>W.3.4, W.3.5, L.3.2e</i>	<p>Write to Respond: Prewrite * use the second selection.</p> <p>Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller.</p>	<p>Write to Respond: Revise for organization T54</p> <p>Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller.</p> <hr/> CC Standards: <i>W.3.4, W.3.5, L.3.2e</i>	<p>Have students choose one of their writing prompts to practice revisions and editing</p>
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Journeys Fifth Grade-Unit 2 Performance Task
Unit Topic: Does Nature Deserve Our Respect?
Length: Four-Six Weeks
Lessons 6, 8, 9, 10

Lesson 9-Week 1 Writing	Continue to Launch Unit	Write to Respond: Introduce/Analyze the Model: Response to Literature T52-Proj. 6.9 Guided Practice Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller <i>CC Standards: W.3.4, W.3.5, L.3.2e</i>	Write to Respond: Focus Traits: Organization T53 Prac. Book-p.72 Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller <i>CC Standards: W.3.4, W.3.5, L.3.2e</i>	Write to Respond: Prewrite * use the second selection. Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller.	Write to Respond: Revise for organization T54 Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller. <i>CC Standards: W.3.4, W.3.5, L.3.2e</i>	Have students choose one of their writing prompts to practice revisions and editing
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Journeys Fifth Grade-Unit 2 Performance Task
Unit Topic: Does Nature Deserve Our Respect?
Length: Four-Six Weeks
Lessons 6, 8, 9, 10

Lesson 10-Week 1 Writing	Continue to Launch Unit	Write to Respond: Introduce/Analyze the Model: Response to Literature T52-Proj. 6.9 Guided Practice Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller <i>CC Standards: W.3.4, W.3.5, L.3.2e</i>	Write to Respond: Focus Traits: Organization T53 Prac. Book-p.72 Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller <i>CC Standards: W.3.4, W.3.5, L.3.2e</i>	Write to Respond: Prewrite * use the second selection. Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller.	Write to Respond: Revise for organization T54 Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller. <i>CC Standards: W.3.4, W.3.5, L.3.2e</i>	Have students choose one of their writing prompts to practice revisions and editing
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Journeys Fifth Grade-Unit 2 Performance Task
Unit Topic: Does Nature Deserve Our Respect?
Length: Four-Six Weeks
Lessons 6, 8, 9, 10

Lesson 10-Week 1 Writing	Continue to Launch Unit	Write to Respond: Introduce/Analyze the Model: Response to Literature T52-Proj. 6.9 Guided Practice Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller <u>CC Standards:</u> W.3.4, W.3.5, L.3.2e	Write to Respond: Focus Traits: Organization T53 Prac. Book-p.72 Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller <u>CC Standards:</u> W.3.4, W.3.5, L.3.2e	Write to Respond: Prewrite * use the second selection. Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller.	Write to Respond: Revise for organization T54 Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller. <u>CC Standards:</u> W.3.4, W.3.5, L.3.2e	Have students choose one of their writing prompts to practice revisions and editing
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Journeys Fifth Grade-Unit 2 Performance Task
Unit Topic: Does Nature Deserve Our Respect?
Length: Four-Six Weeks
Lessons 6, 8, 9, 10

Lesson 6-Week 1 Writing	Continue to Launch Unit	Write to Respond: Introduce/Analyze the Model: Response to Literature T52-Proj. 6.9 Guided Practice Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller <u>CC Standards:</u> W.3.4, W.3.5, L.3.2e	Write to Respond: Focus Traits: Organization T53 Prac. Book-p.72 Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller <u>CC Standards:</u> W.3.4, W.3.5, L.3.2e	Write to Respond: Prewrite * use the second selection. Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller.	Write to Respond: Revise for organization T54 Writing Prompt: Tell Why being a good listener may have helped Diane become a storyteller. <u>CC Standards:</u> W.3.4, W.3.5, L.3.2e	Have students choose one of their writing prompts to practice revisions and editing
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Home Letter

Dear Family,

During the next few weeks, we'll explore the theme **Wild Encounters** by reading selections about living with and protecting nature. As we read, we'll discuss the Big Idea "Nature deserves our respect."

This week we'll begin the unit with the informational text **Interrupted Journey: Saving Endangered Sea Turtles**, a story about a rescued sea turtle that travels from Cape Cod to Florida in order to reach its new ocean home. We'll find out answers to the question "What effect can one person have on a stranded sea turtle?" We'll also read a myth, **Skywoman and Turtle**.

This week's...

Target Vocabulary: basking, analyzing, juvenile, stunned, fatal, treating, calling, ordeal, marine, intensive

Vocabulary Strategy: Antonyms (use a thesaurus)

Comprehension Skill: Cause and effect—tell how events are related and how one event causes another (organizational pattern)

Comprehension Strategy: Question—ask questions about a selection before you read, as you read, and after you read

Writing Focus: Write to respond—cause and effect paragraphs

Activities to Do Together

Vocabulary

Review this week's **Target Vocabulary** with your child. Together, use a thesaurus to see how many antonyms you can find for the words.

Animal Rescue

Ask your child whether he or she would like to be a person who rescues endangered animals. Why or why not? Together, go online and research ways to help endangered animals.

How Helping Helps

Talk to your child about endangered animals and different causes, such as over fishing or loss of habitat. Then have your child write a paragraph about one of the endangered animals and the causes of its endangerment.



Go to the *Student eBook* to read and listen to this week's selection.

Home Letter

**Everglades Forever:
Restoring America's
Great Wetland**
Home Letter

Dear Family,

This week we'll ask, "What persuades us to protect the environment?" In our main selection, the narrative nonfiction piece **Everglades Forever: Restoring America's Great Wetland**, a class of fifth graders learns about one of the world's most complex ecosystems. The reading this week also includes an informational text, **National Parks of the West**.

This week's...

Target Vocabulary: endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility

Vocabulary Strategy: Prefixes *en-*, *re-*, *pre-*, *pro-*

Comprehension Skill: Persuasion—examine how an author tries to convince readers to support an idea

Comprehension Strategy: Analyze/evaluate—think carefully about the text and form an opinion about it

Writing Focus: Write to respond—persuasive paragraph

Activities to Do Together

Vocabulary

Spend time with your child looking up the **Target Vocabulary** in a dictionary. Then have a conversation using as many of the words as you can.

My Ecosystem

Talk with your child about the features of the environment where you live. If possible, go online and research ecosystems, and find out which system is similar to yours.

That's What I Think

Help your child look for an article about people who are working to protect the environment, either in a newspaper or magazine or online. Read it together and explain any difficult concepts to your child. Then have your child write a response paragraph, giving his or her opinion about the article.



Go to the *Student eBook* to read and listen to this week's selection.

Home Letter

Storm Warriors

Home Letter

Dear Family,

“What conclusions can we draw about the sea?” is the question of the week. Our main selection is **Storm Warriors**, a historical fiction story set in 1895. Students will be drawn to this exciting adventure about an elite crew of African American surfmen who attempt a daring rescue off North Carolina’s Outer Banks. The adventure will seem more believable when we read the informational text **Pea Island’s Forgotten Heroes**.

This week’s...

Target Vocabulary: critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite

Vocabulary Strategy: Greek and Latin roots (Greek: *tele*, *photo*; Latin: *scrib*, *rupt*)

Comprehension Skill: Conclusions and generalizations—use details to explain ideas that aren’t stated or are generally true

Comprehension Strategy: Infer/predict—use text clues to figure out what the author means or what might happen in the future

Writing Focus: Write to respond—prewrite a response essay

Activities to Do Together

Vocabulary

With your child, make up a story about a sea voyage (or a simple trip in a rowboat) using as many of this week’s **Target Vocabulary** words as you can.

Is There Water Near You?

Look at a map of your area with your child. Find and name the rivers, lakes, or oceans. Which would your child most like to visit, and what might he or she like to do there?

Read Any Good Books Lately?

Talk with your child about a book or story he or she read lately. Ask your child to outline a paragraph about his or her reading. Have your child list opinions about the book and supporting reasons for these opinions.



Go to the *Student eBook* to read and listen to this week’s selection.

Home Letter

Cougars
Home Letter

Dear Family,

This week our class will consider the question “What are the most important ideas about cougars?” Our main selection, the informational text **Cougars**, introduces students to one of North America’s most mysterious and agile predators. Also included in this week’s readings is **Purr-fection**, a collection of poems about cats. Students will see how a poet’s words can paint vivid images.

This week’s...

Target Vocabulary: unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen

Vocabulary Strategy: Analogies

Comprehension Skill: Main ideas and details—identify a topic’s important ideas and supporting details

Comprehension Strategy: Monitor/clarify—as you read, notice what isn’t making sense and find ways to figure out the parts that are confusing

Writing Focus: Write to respond—revise a response essay

Activities to Do Together

Vocabulary

With your child, see how many of this week’s **Target Vocabulary** words you can use in a story about visiting a zoo.

Big Cats, Little Cats

Talk with your child about the similarities and differences between house cats and big cats, such as cougars, tigers, and lions. How do their behaviors reflect their environment?

When I Read About...

Discuss the last book or story your child read. Have your child draft a paragraph about the book, explaining what it was about and expressing his or her opinions about it. Then help your child revise the paragraph, correcting spelling errors and adding or deleting details.



Go to the *Student eBook* to read and listen to this week’s selection.

Home Letter

Dear Family,

During the next few weeks, we'll explore the theme **Wild Encounters** by reading selections about living with and protecting nature. As we read, we'll discuss the Big Idea "Nature deserves our respect."

This week we'll begin the unit with the informational text **Interrupted Journey: Saving Endangered Sea Turtles**, a story about a rescued sea turtle that travels from Cape Cod to Florida in order to reach its new ocean home. We'll find out answers to the question "What effect can one person have on a stranded sea turtle?" We'll also read a myth, **Skywoman and Turtle**.

This week's...

Target Vocabulary: basking, analyzing, juvenile, stunned, fatal, treating, calling, ordeal, marine, intensive

Vocabulary Strategy: Antonyms (use a thesaurus)

Comprehension Skill: Cause and effect—tell how events are related and how one event causes another (organizational pattern)

Comprehension Strategy: Question—ask questions about a selection before you read, as you read, and after you read

Writing Focus: Write to respond—cause and effect paragraphs

Activities to Do Together

Vocabulary

Review this week's **Target Vocabulary** with your child. Together, use a thesaurus to see how many antonyms you can find for the words.

Animal Rescue

Ask your child whether he or she would like to be a person who rescues endangered animals. Why or why not? Together, go online and research ways to help endangered animals.

How Helping Helps

Talk to your child about endangered animals and different causes, such as over fishing or loss of habitat. Then have your child write a paragraph about one of the endangered animals and the causes of its endangerment.



Go to the *Student eBook* to read and listen to this week's selection.

Name _____ Date _____

Column Chart: _____

Title or Topic _____

Name _____ Date _____

Column Chart: _____**Title or Topic** _____

Character Detail	My Own Experience	Inference About Character
character _____		
character _____		
character _____		

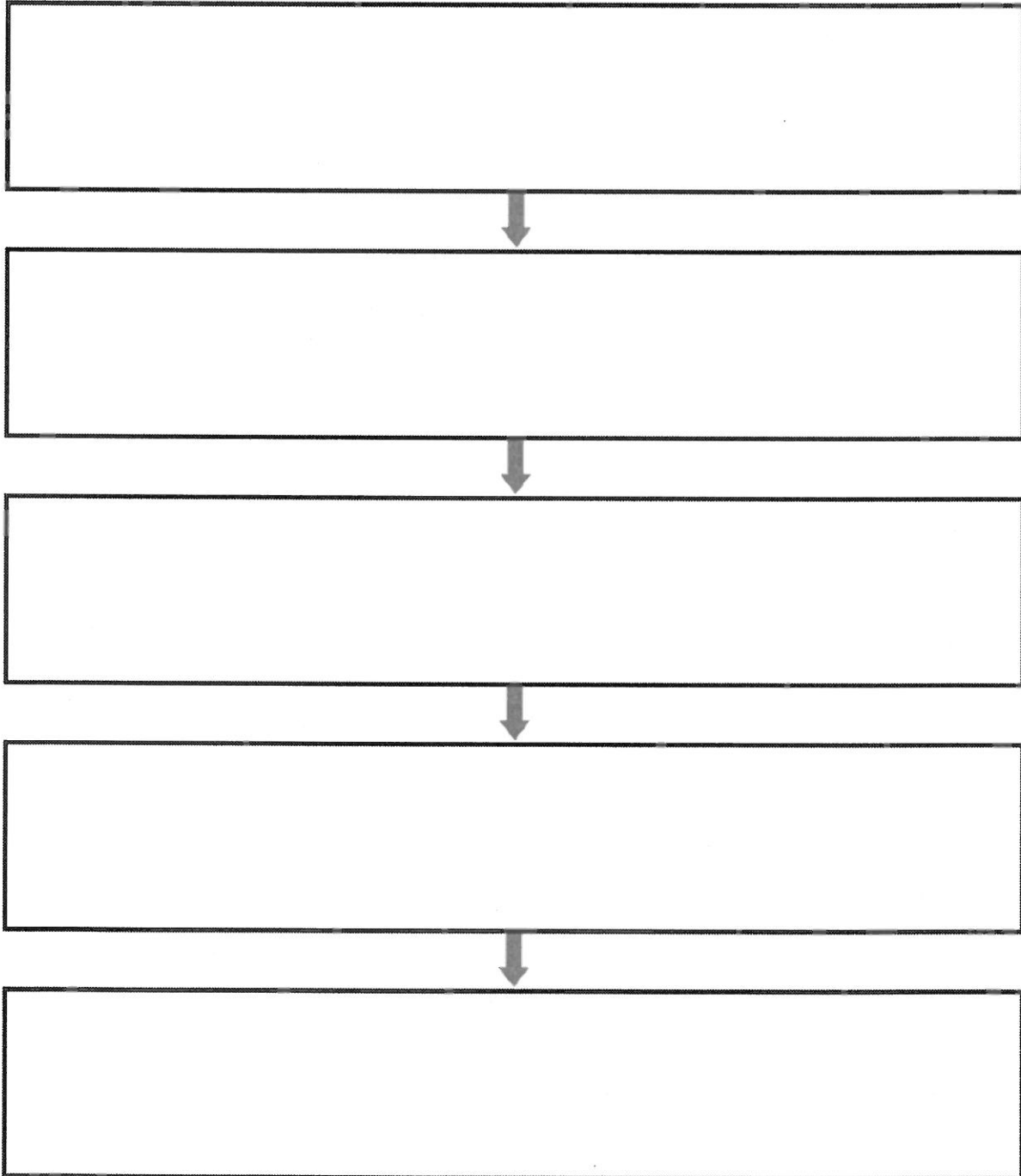
Name _____ Date _____

Feature Map: _____**Title or Topic** _____

Name _____ Date _____

Flow Chart: _____

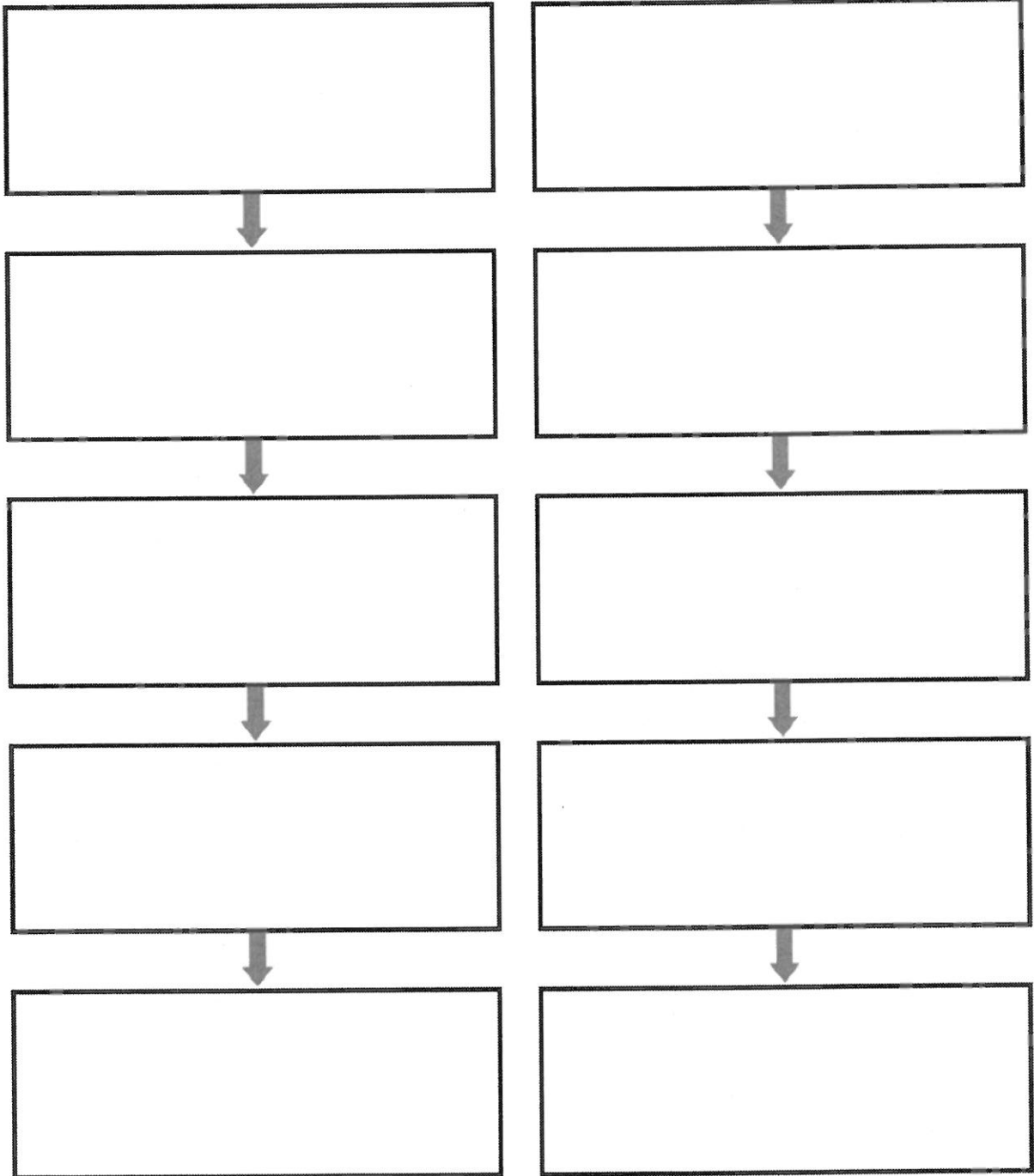
Title or Topic _____



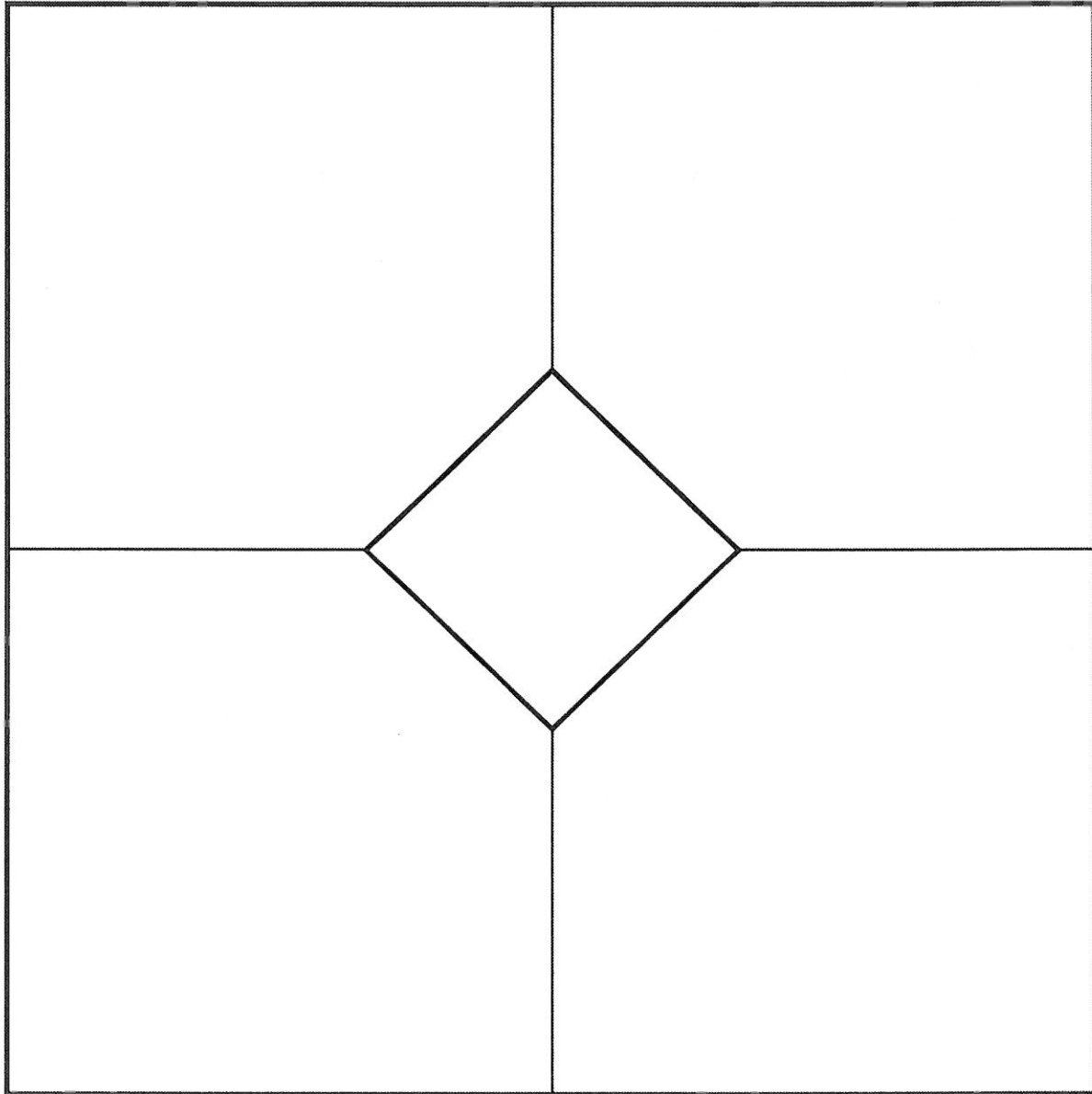
Name _____ Date _____

Flow Chart: _____

Title or Topic _____



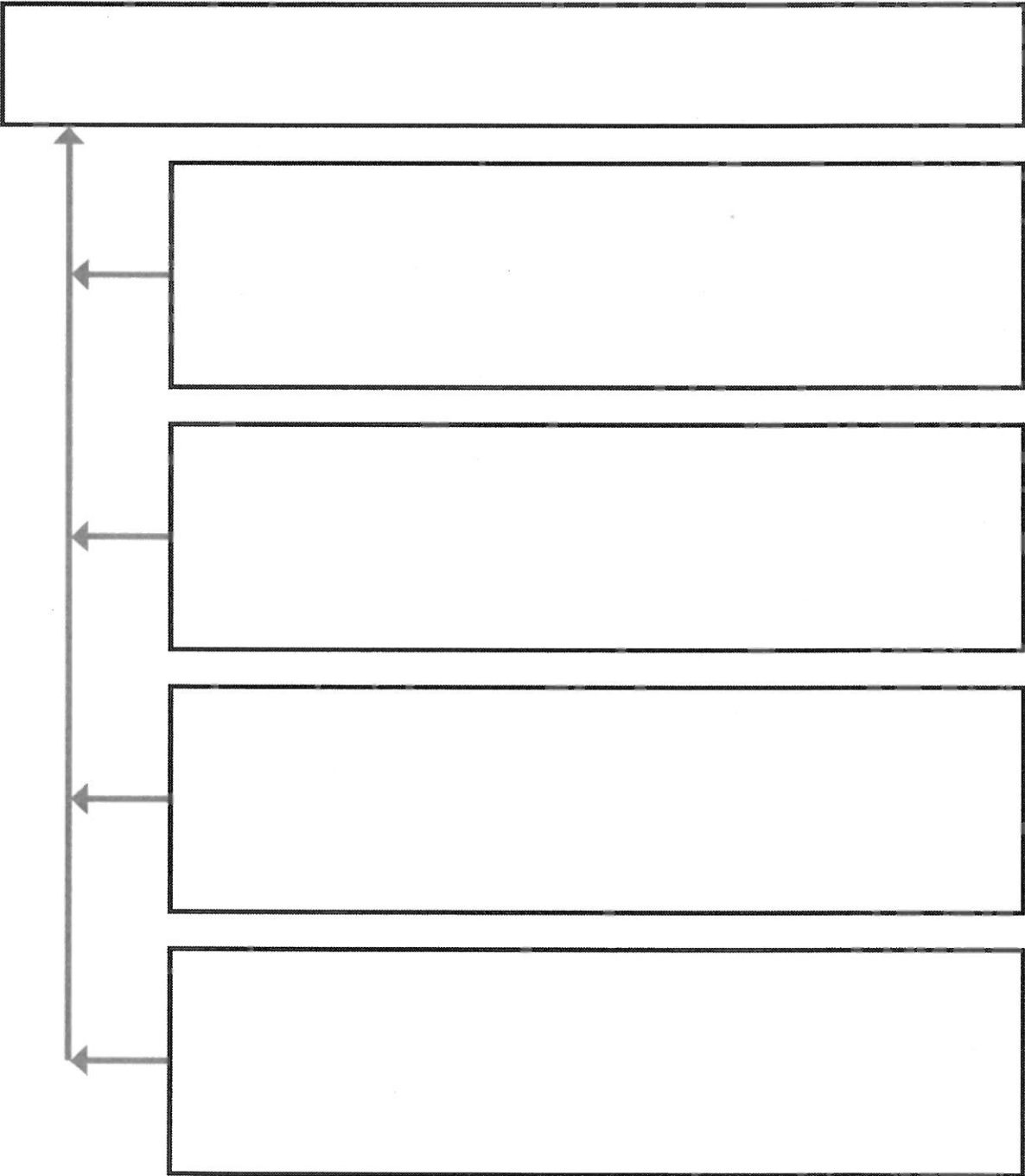
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Four-Square Map: _____**Title or Topic** _____

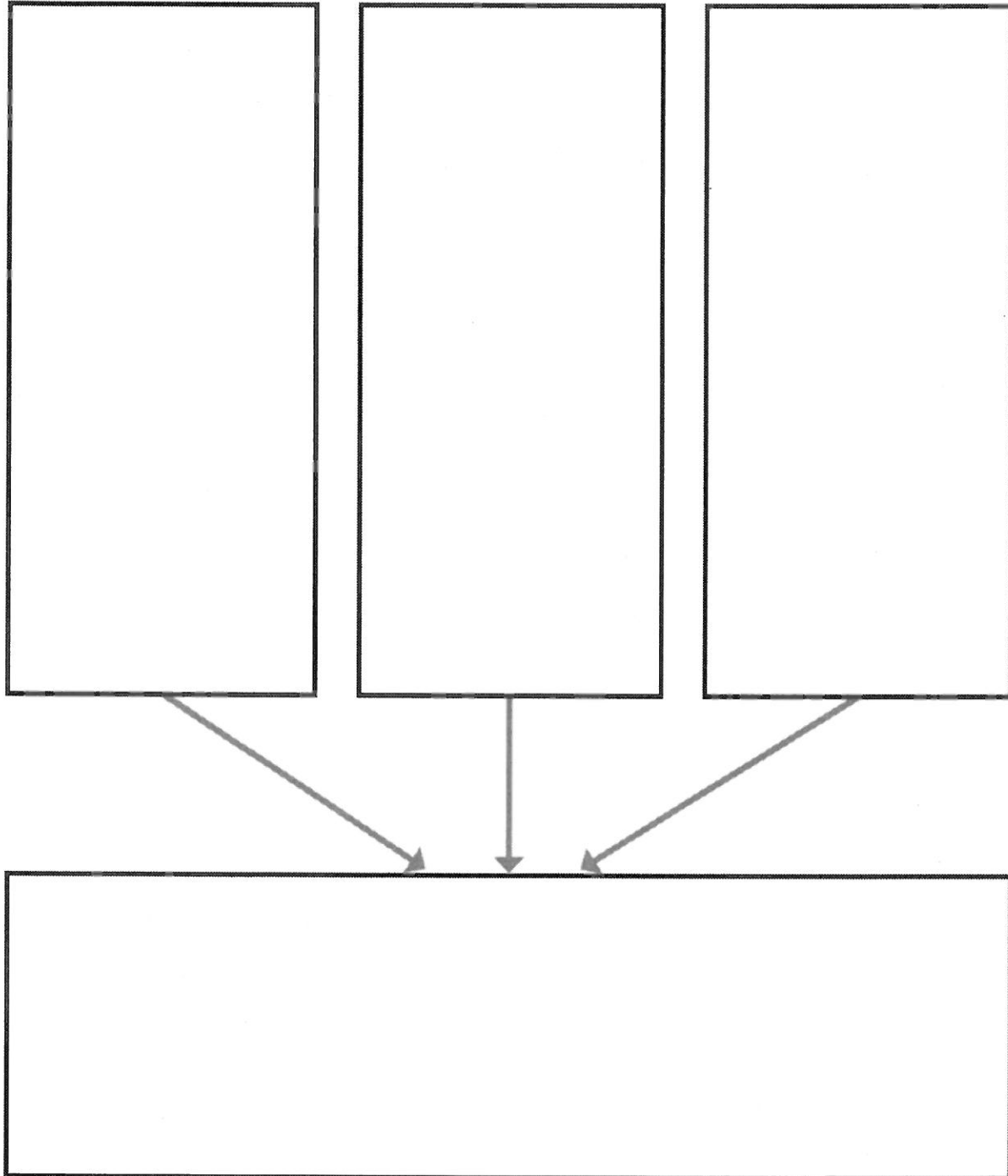
Name _____ Date _____

Idea-Support Map: _____

Title or Topic _____



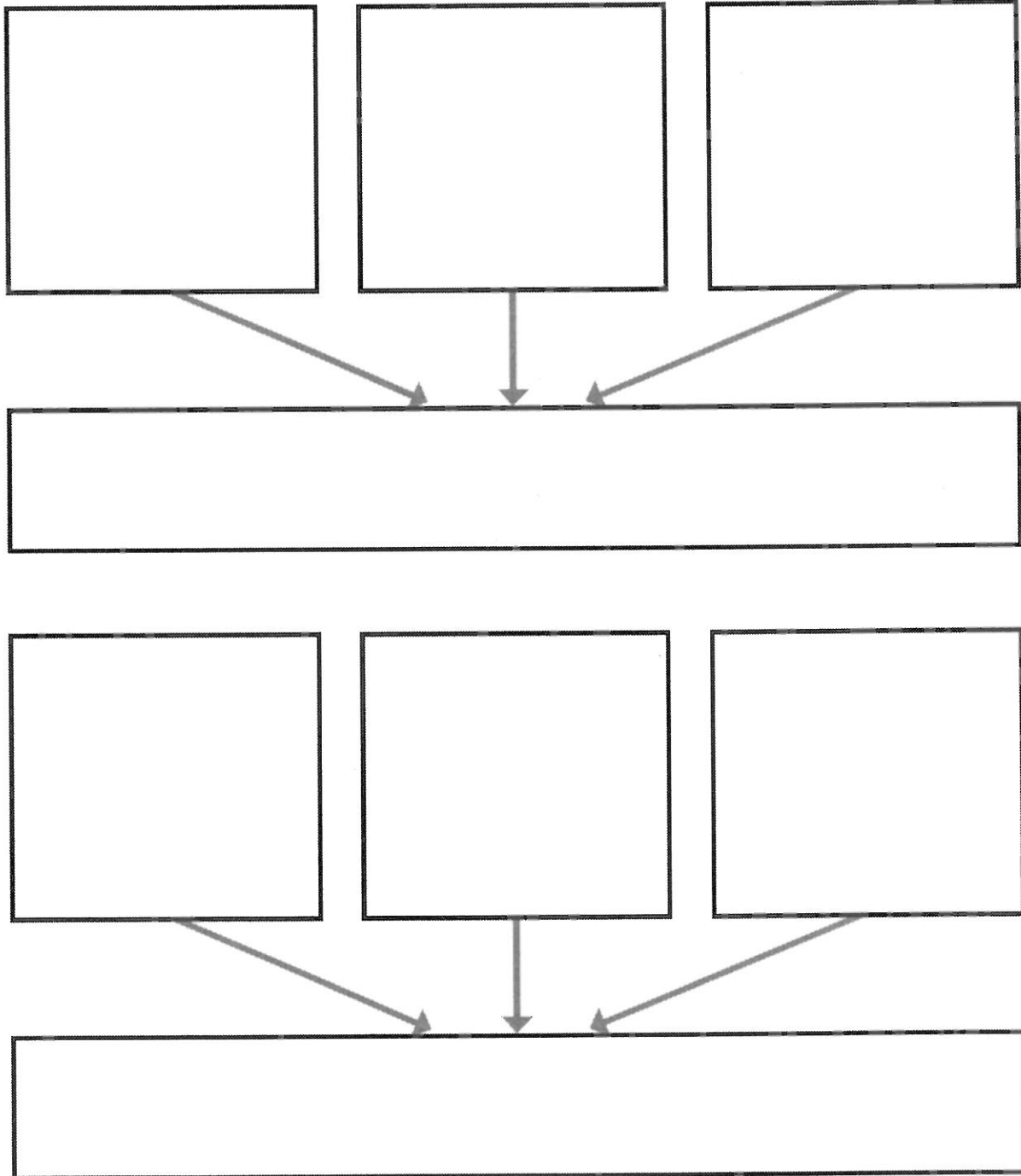
Name _____ Date _____

Inference Map: _____**Title or Topic** _____

Name _____ Date _____

Inference Map: _____

Title or Topic _____



Name _____ Date _____

Story Map: _____**Title** _____

Setting	Characters								
<table border="1"><thead><tr><th colspan="2" data-bbox="191 674 1367 758">Plot</th></tr></thead><tbody><tr><td data-bbox="191 758 781 1094">Beginning</td><td data-bbox="781 758 1367 1094"></td></tr><tr><td data-bbox="191 1094 781 1430">Middle</td><td data-bbox="781 1094 1367 1430"></td></tr><tr><td data-bbox="191 1430 781 1827">End</td><td data-bbox="781 1430 1367 1827"></td></tr></tbody></table>		Plot		Beginning		Middle		End	
Plot									
Beginning									
Middle									
End									

Name _____ Date _____

Story Map: _____**Title** _____

Setting	Characters
Plot	
Problem (Conflict)	
Events	
Solution (Resolution)	

Name _____ Date _____


T-Map: _____

Title or Topic _____

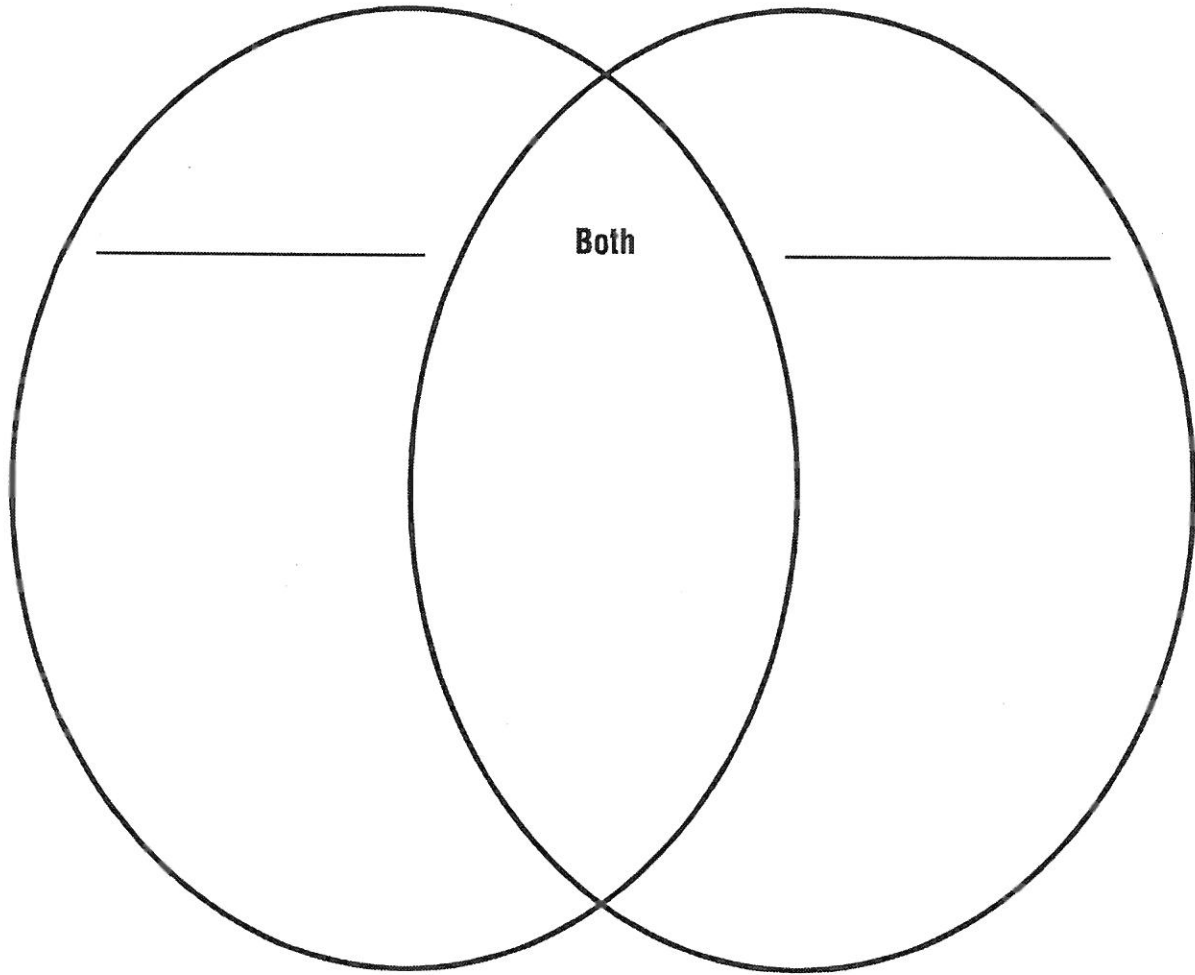
Name _____ Date _____

T-Map: _____**Title or Topic** _____

Cause	Effect



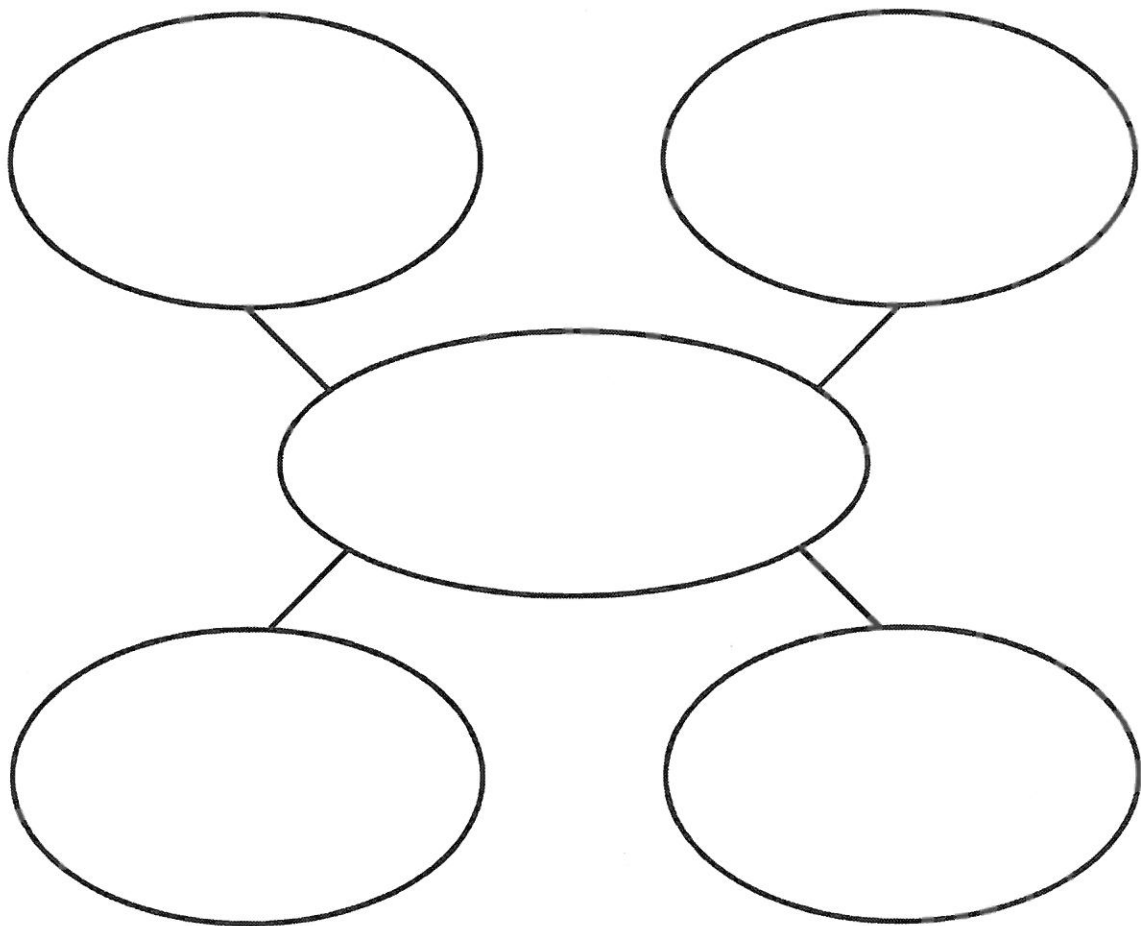
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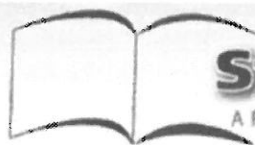
Venn Diagram: _____**Title or Topic** _____

Name _____ Date _____

Web: _____

Title or Topic _____




StudyGuide.org

A Resource for Students, Parents and Teachers

Transitions in Essays

Transitional Phrases and Structure Words

Words Used to indicate examples or application of thought

because	for example	specifically	for instance
provided	like, as		

Words used to transition to conclusions

therefore	thus	hence
consequently	in conclusion	at last
then	in brief	finally

Comparison Transition Words

also	in the same manner	in addition	similarly
too	furthermore	both	like
as well as	moreover	each of	not only...but also
just as...so	again	have in common	share the same

Contrast Transition Words

however	on the contrary	on the other hand	in contrast/ in spite of	although/though
unlike	instead of	whereas	conversely	while
yet/but	even if	for all that	nevertheless	either...or
of course	some may say			

Structure words pointing to relationships among and between ideas.

A) Time relationships

Finally

Immediately

Thereafter

Meanwhile

Before

Last

Now

Later

After

Following

Previously

Hereafter

At last

At length

In the first place

At the same time

In retrospect

B) Space relationships

Here

Far

To the east

Under

There

Away

Westward

Across

Close

Further on

Yonder

Beneath

By

Above

Near

Everywhere

C) Related in degree

Many

More

Most

Little

Less

Least

Some

All

Above all

Fewer

Fewest

Worst

Greater

Greatest

Best

D) Pointing to show emphasis

This

These

That

Those

One

Several

Some

Few

Thanks to Brent Rohol (of Spruce Creek High School of Port Orange, FL) for these ideas

Questions for Transitions in Essays

Need more help? Read questions and answers from fellow students below. If you're question hasn't already been asked, [ask it now \(/node/add/question?field_guide=412\)](#).

- 6** **I suck a writing papers and i need some sort of transition for a Shakespeare sonnet. help?** ([/transitions in essays.htm/questions/i-suck-writing-papers-and-i-need-some-sort-transition](/transitions_in_essays.htm/questions/i-suck-writing-papers-and-i-need-some-sort-transition))

1
answers

Asked by *Anonymous* on 5th June, 2009

- 3** **Transition words for an argument essay** ([/transitions in essays.htm/questions/transition-words-argument-essay](/transitions_in_essays.htm/questions/transition-words-argument-essay))

1
answers

Asked by *Anonymous* on 10th June, 2009

- 5** **What is a good way to start a conclusion other than saying in conclusion** ([/transitions in essays.htm/questions/what-good-way-start-conclusion-other-saying-conclusion](/transitions_in_essays.htm/questions/what-good-way-start-conclusion-other-saying-conclusion))

10
answers

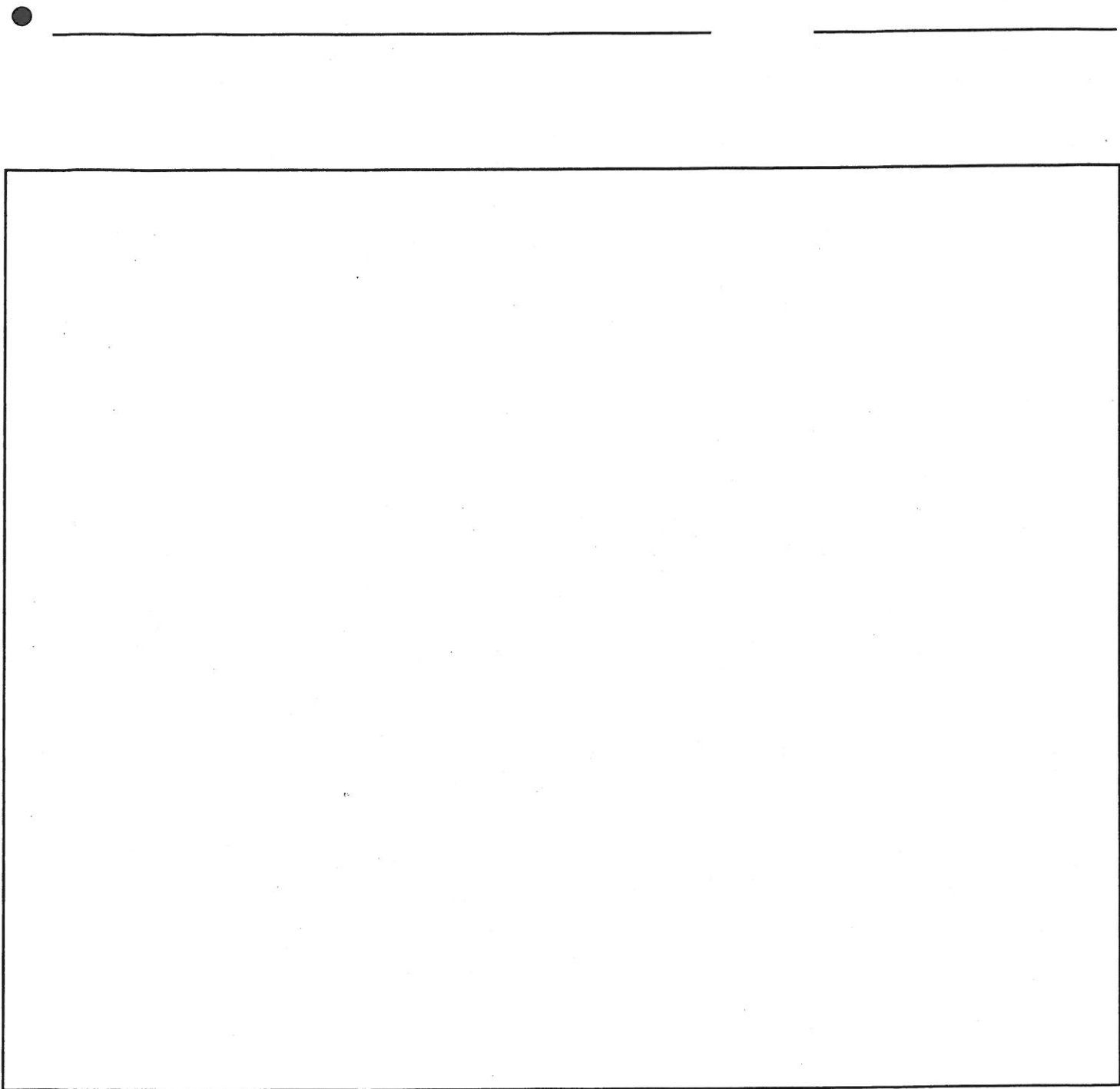
Asked by *Anonymous* on 14th June, 2009

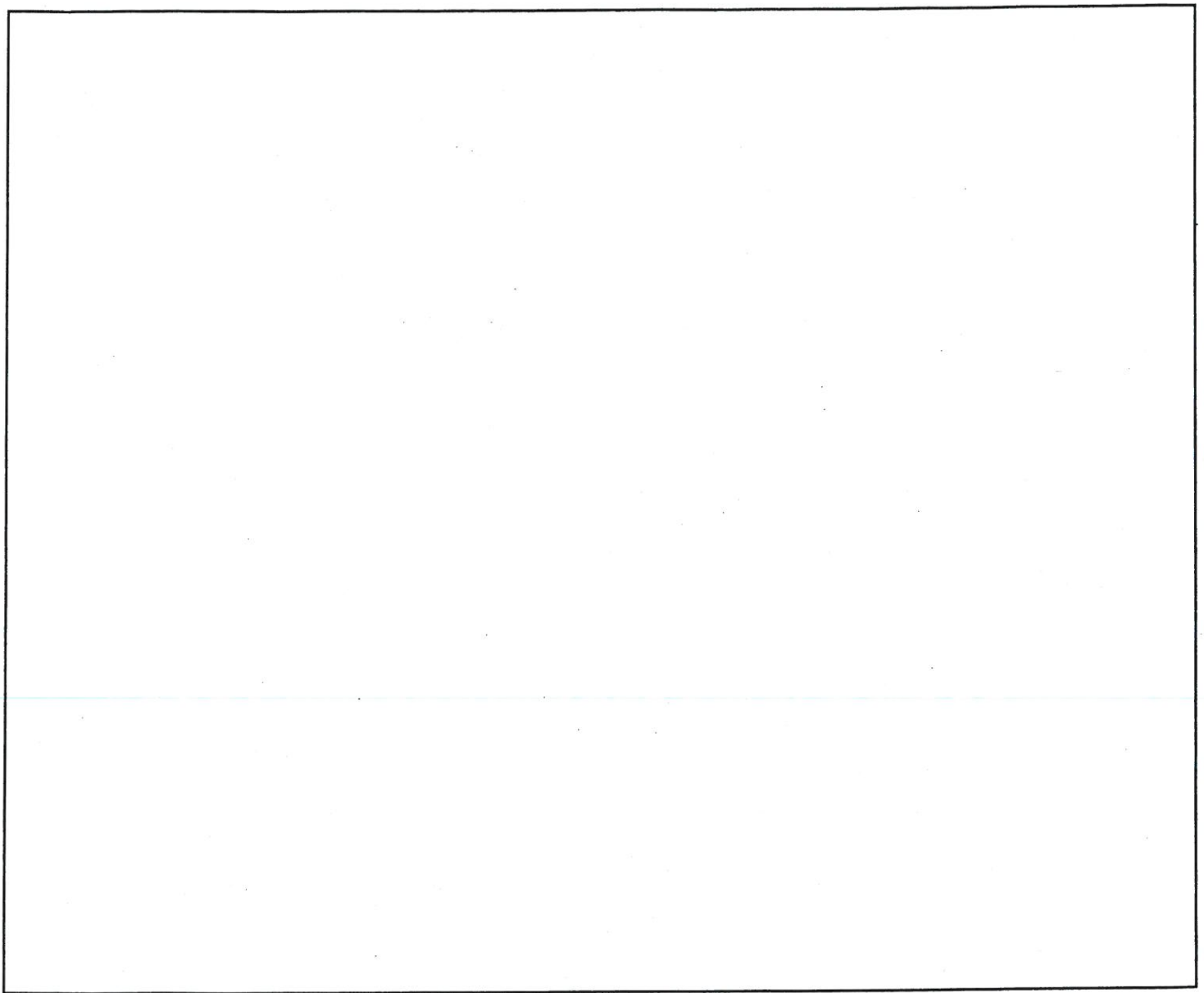
- 3** **Transition words for a cause and effect essay** ([/transitions in essays.htm/questions/transition-words-cause-and-effect-essay](/transitions_in_essays.htm/questions/transition-words-cause-and-effect-essay))

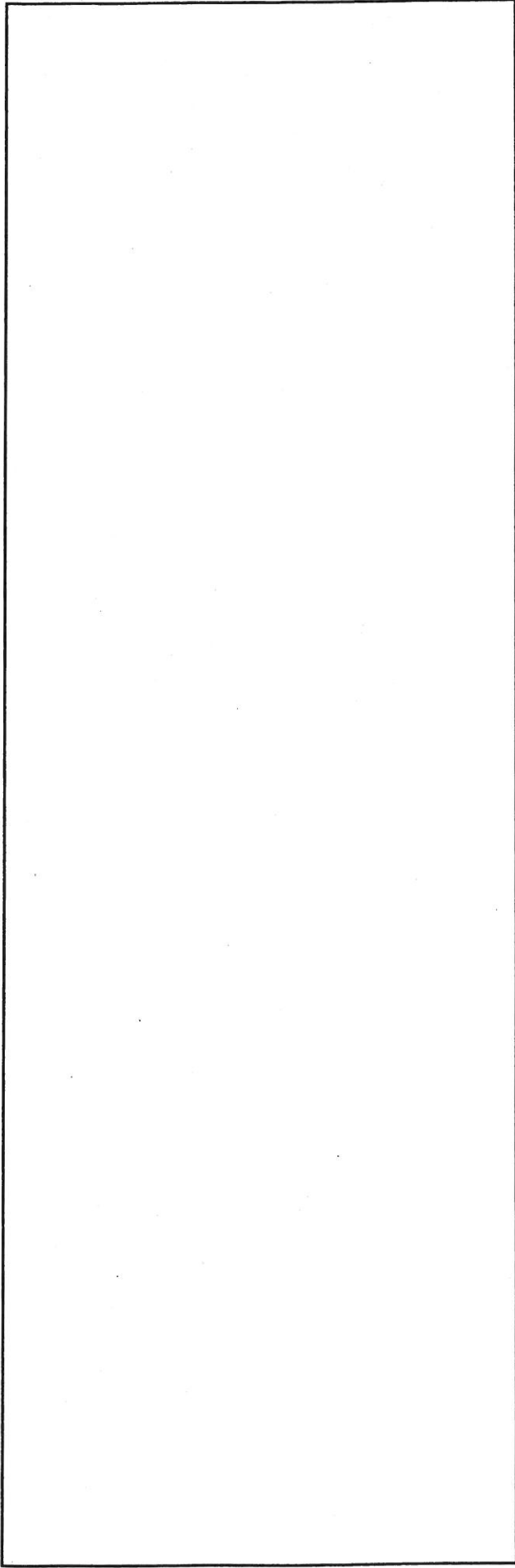
2
answers

Asked by *Anonymous* on 16th June, 2009

- 4** **What is a phrase to start off another topic in a paragraph?** ([/transitions in essays.htm/questions/what-phrase-start-another-topic-paragraph](/transitions_in_essays.htm/questions/what-phrase-start-another-topic-paragraph))



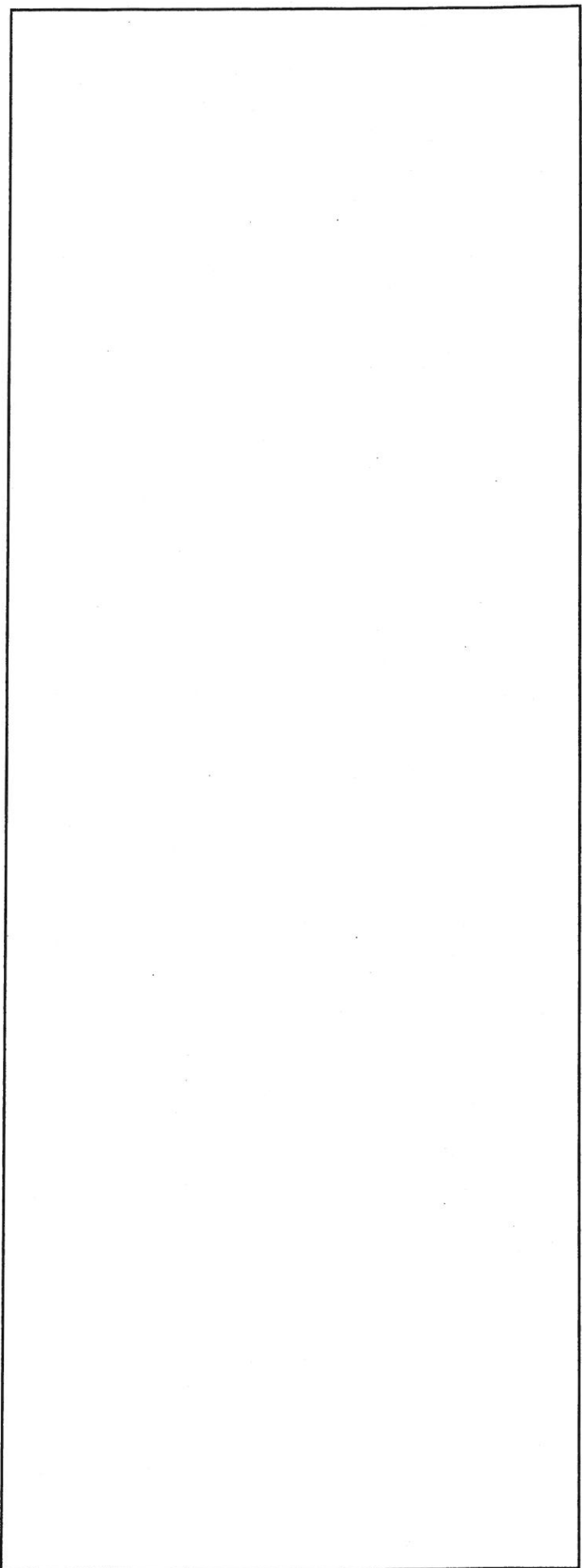




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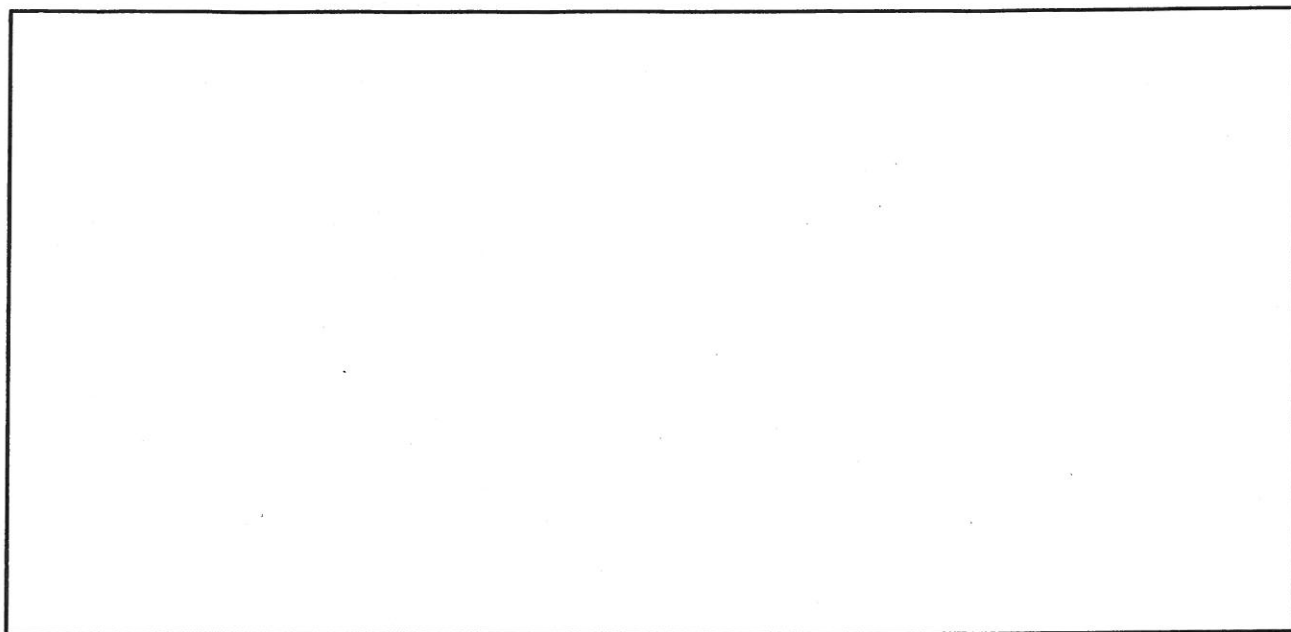


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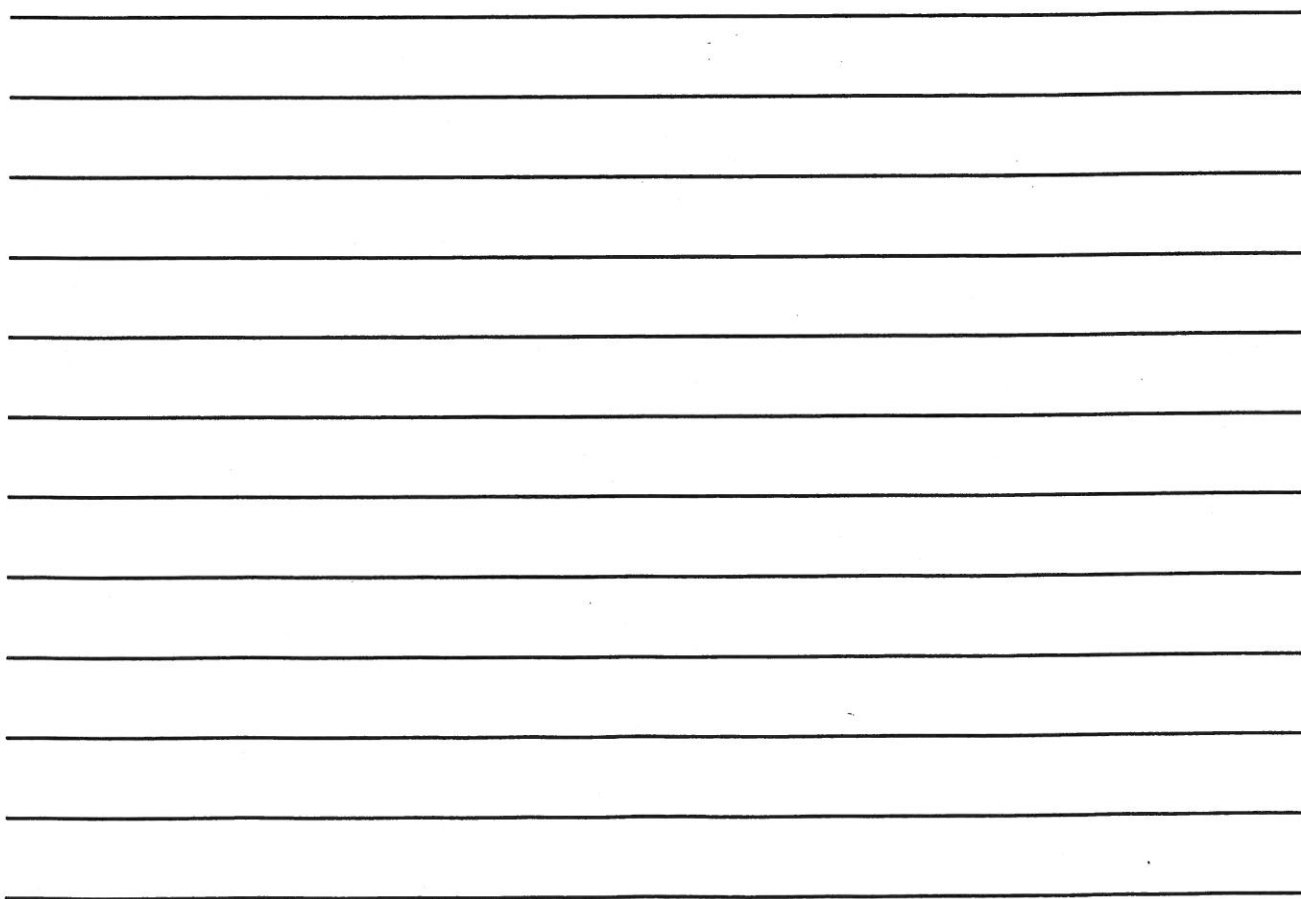
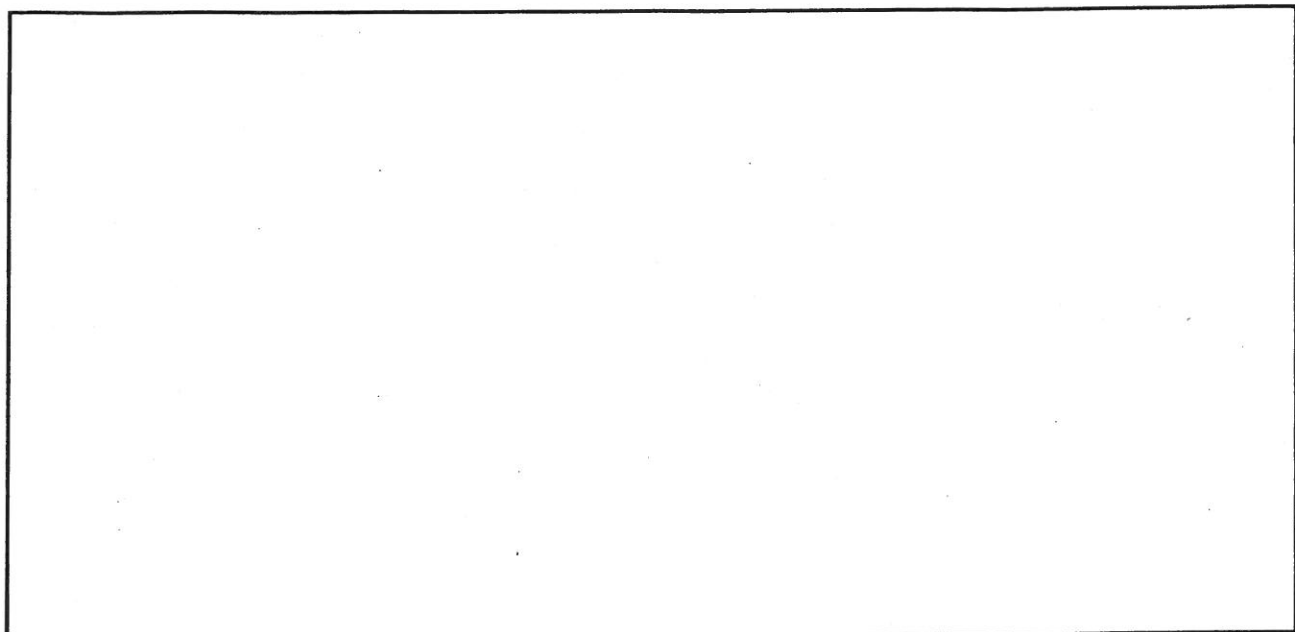
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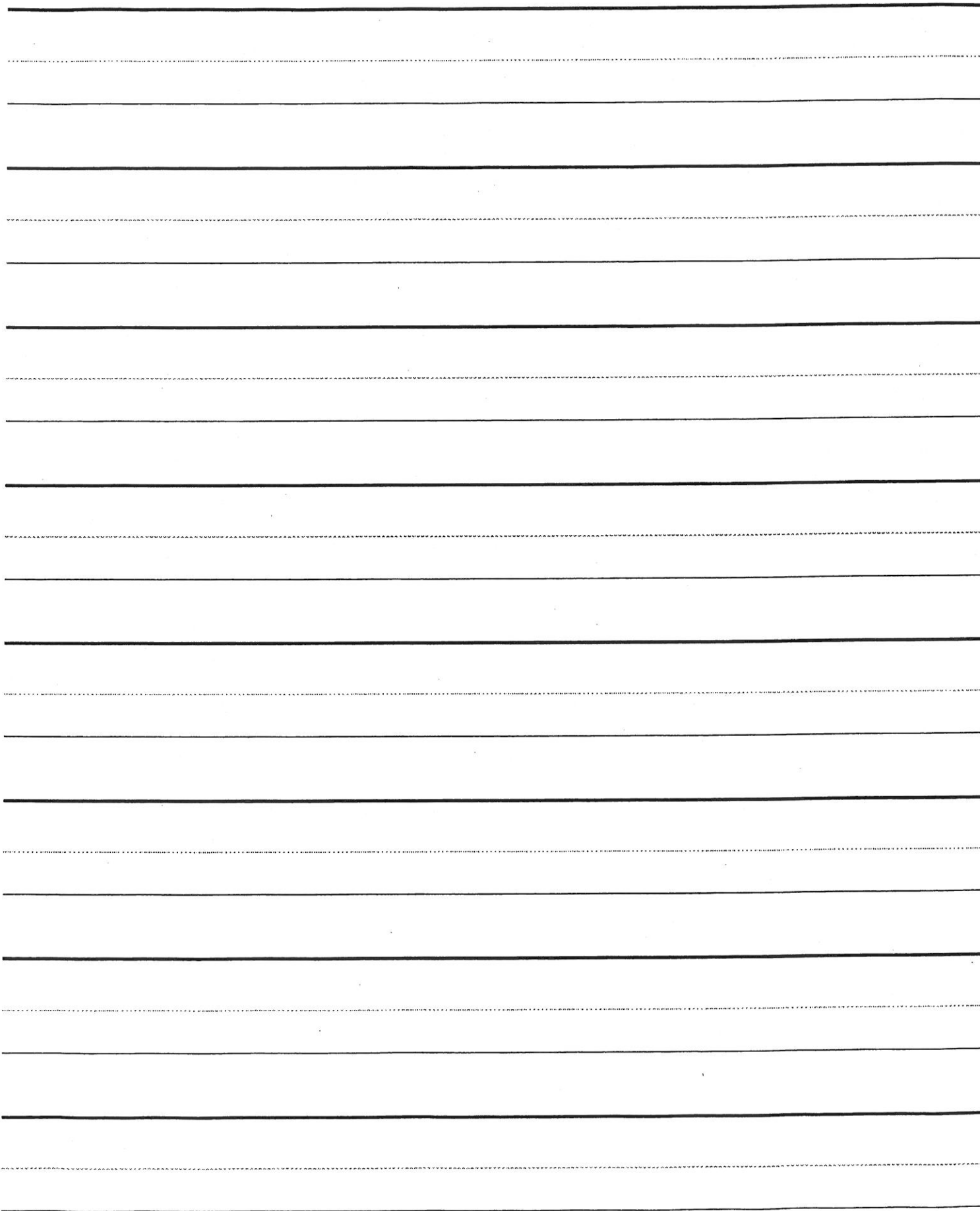
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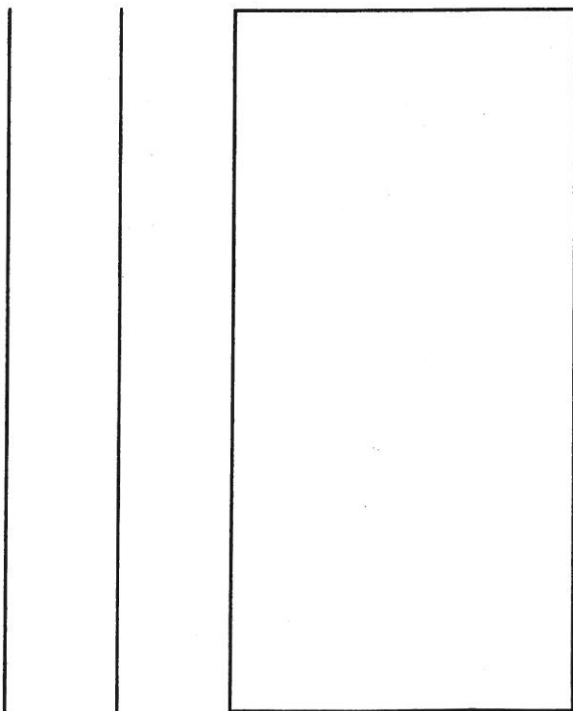
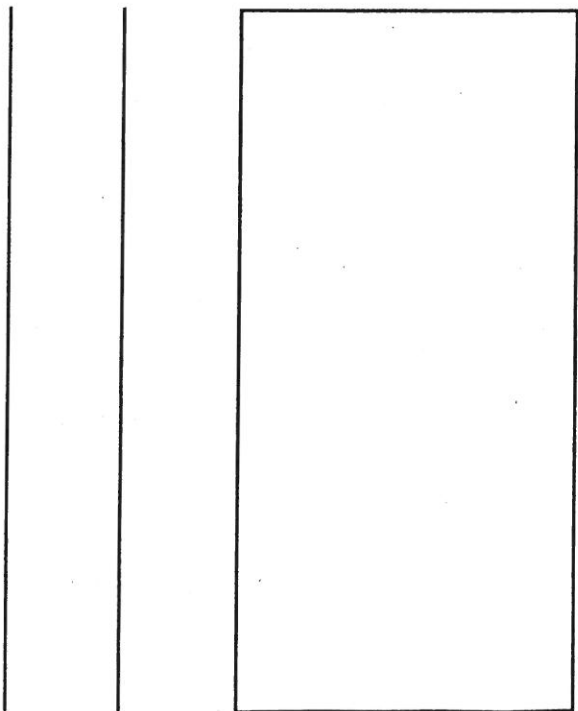
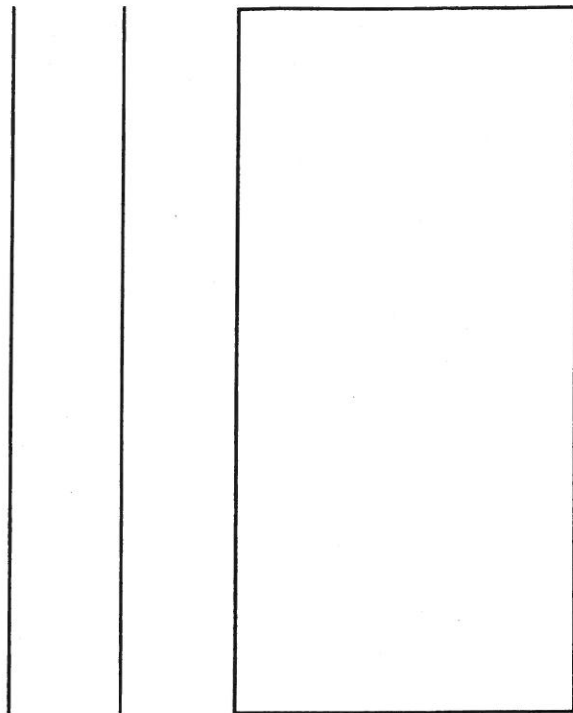
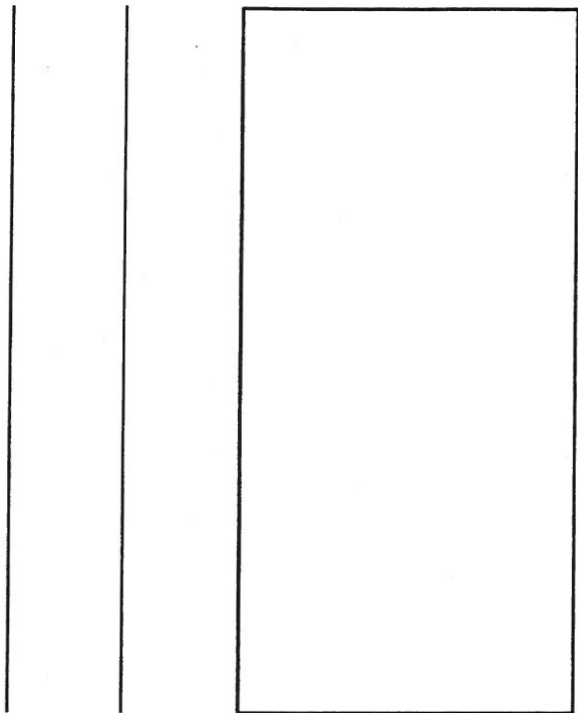


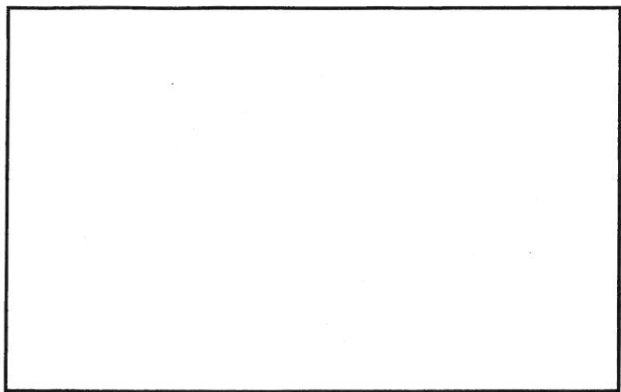
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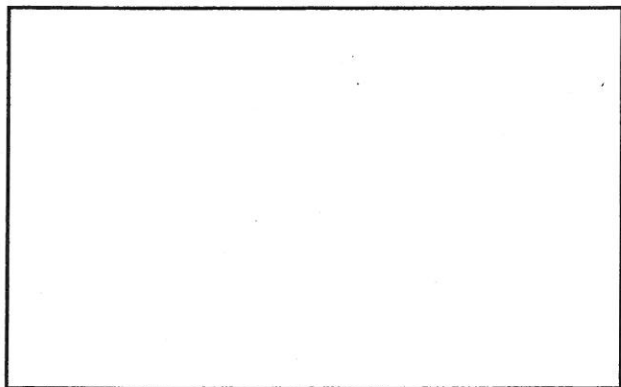




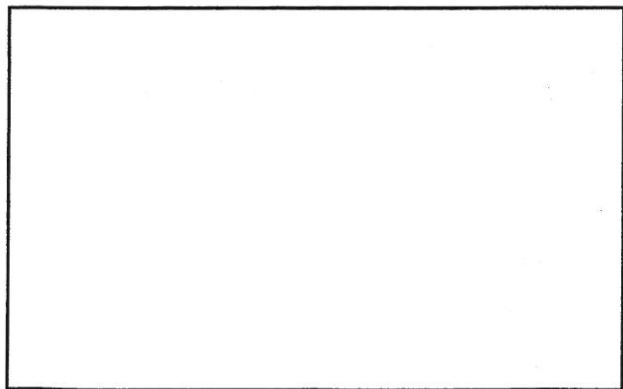




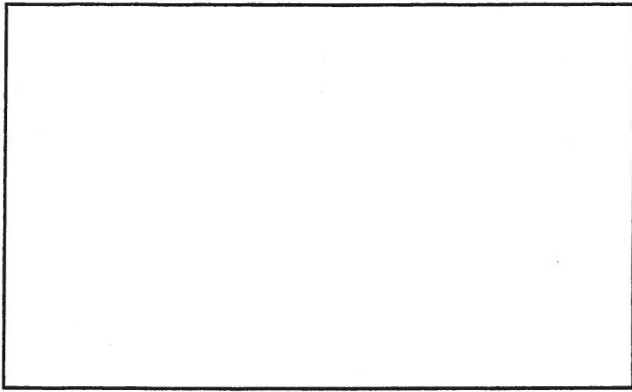
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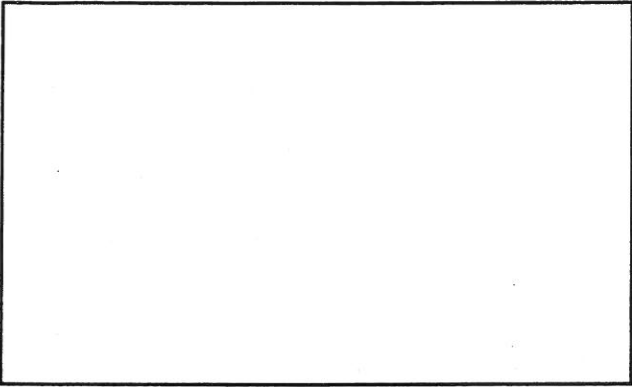
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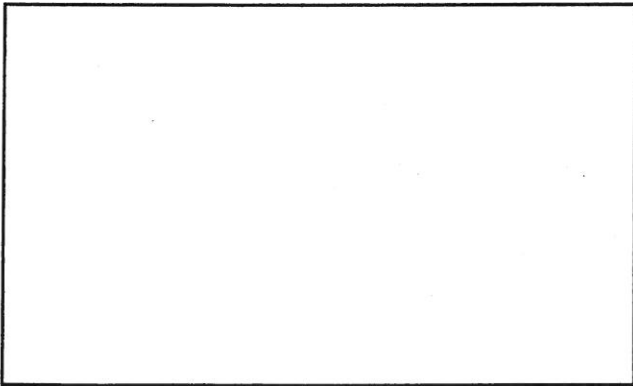
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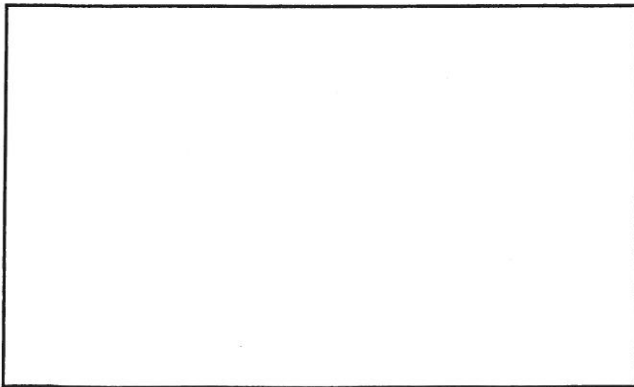
1. _____



2. _____



3. _____



4. _____

